

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/8/15 Date revised 4/16/20

4. Department/discipline: Early Childhood Development

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Organizational Leadership and Management
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CDEV 8. Course Level: 2610

9. Number of Credits: Lecture 2 Lab _____

10. Control Number (on site) 25 Control Number (online) 25

11. Catalog/Course description:

The student will discuss personal and professional reasons for becoming a teacher, ways to advocate in this profession and will develop a plan for continuous education and professional development. Students will improve skills in working with others demonstrating strategies for team building, coping with stress, problem-solving, utilizing professional ethics and procedures for evaluating staff. (Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, CDEV 1340, CDEV 1252, CDEV 2640)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): CDEV 1200 Introduction to Early Childhood Education, CDEV 1210 Child Growth and Development, CDEV 1222 Health, Safety and Nutrition, CDEV 1230 Positive Child Guidance, CDEV 1340 Learning Environment and Curriculum, CDEV 1252 Observation and Assessment, CDEV 2640 Curriculum Planning and Instructor permission

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbooks and guest lectures as decided by instructor.

14. **Course Content** (Provide an outline of major topics covered in course)

- Teacher skills and dispositions
- Code of Ethical Conduct
- Advocacy
- Professional relations

- Leadership
- Professional Development and Business Planning

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
analyze personal and professional reasons for becoming a teacher;	C	
examine and implement ethical code of conduct for early childhood professionals;	C	
explore advocacy roles in the field of early childhood/family education;	B	
demonstrate positive, professional relations and leadership roles	B	
revise an individual professional development plan.	C	

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted:*** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

- 4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- 5. **DEBWEWIN – *Honesty and integrity:*** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
- 6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____Yes_____No

Provide the required documentation to show course meets required licensing/certification standards.

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